DOCUMENT RESUME

ED 053 132 TE 002 522

AUTHOR	Campbell, Laurence R.
TITLE	Teachers Are Newsmakers.
INSTITUTION	Quill and Scroll Foundation, Iowa City, Iowa.
PUB DATE	70
NOTE	23p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Cocurricular Activities, *Faculty, Faculty Advisors, *Guidelines, *Journalism, Manuals, *News Media, Newspapers, Public Relations, Resources, School Community Relationship, *School Newspapers, School Publications, Secondary School Teachers

ABSTRACT

This is a revision of "Faculty Handbook on School News", a Handbook to Help Teachers Get the Best Co-operation from School and Local Newspapers (Iowa City: Quill and Scroll Foundation, 1964); see ED 017 523. (CK)

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TEACHERS ARE NEWSMAKERS

By Laurence R. Campbell

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Published by

QUILL AND SCROLL FOUNDATION

University of Iowa

Iowa City, Iowa 52240

1970

FOREWORD

Teachers Are Newsmakers originally was published by Quill and Scroll Foundation in the 1940s under the title *Your Department Is News.* The author was the late Margaret Popham, a successful publication adviser who taught in Peru, Ind., and Harrisburg, Ill. The booklet was based on her master's thesis at Northwestern University, completed in 1940 under the same title. Dr. Laurence R. Campbell was on her committee.

The second edition was revised in the 1950s by the late Edward Nell, then executive secretary of Quill and Scroll, under a new title, *Faculty Handbook on School News.* The edition was reprinted in 1964. The purpose in each case was "to help teachers get the best cooperation from school and local newspapers."

This, the third edition, is designed to serve not only the publications adviser new to the field and the teacher wholly unacquainted with general newspaper procedures or with the aims of the school newspaper, but the student newspaper staff as well. Intensely practical, it gives concise counsel and specific advice.

The new edition was prepared by Dr. Laurence R. Campbell, director of Quill and Scroll Studies. A former high school and college publications adviser, author of a number of books and countless articles on scholastic journalism, Professor Campbell is regarded as one of the nation's leading authorities in the field of high school journalism. He has received many honors for his long service to the school press. In preparing *Teachers Are Newsmakers,* Dr. Campbell gives full credit to the author of the first edition.

LESTER G. BENZ
Executive Secretary
Quill and Scroll

Iowa City, Iowa
January, 1970

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Teachers Are Newsmakers — So You Are a Newsmaker

You are a teacher—and you chose that role. You also are a newsmaker, but you didn't choose that role. Actually this new role—or news role—is important. It increases your stature as an indispensable asset in the school.

You are a newsmaker because you are a:

- Classroom Teacher
- Classroom Counselor
- Class Sponsor
- Club Adviser
- Team Coach
- Program Planner
- Music Maker
- Homeroom Sponsor
- Committee Member
- Catalytic Agent

Yes, you wear many hats during a school day, during a school week. You also are a local citizen. You engage in professional, civic, social, and other activities. You take part in church, club, and other activities.

What Is News?

Me? Make News! Impossible! But pause. Define news—and you'll see that you're in the midst of it.

News is a report or account of a story. It is about something that has happened or may happen. It's about ideas, events, and problems that interest people—a public—the school public, for example.

Something happens when you teach, doesn't it? Something happens in the co-curricular activities you sponsor, doesn't it? Well, often that something is news—news you should share.

Who Wants the News? Identify Your Public

Who wants the news? First, look at your internal publics. Here they are:

- Students in your school
- Teachers in your school
- Other employees in your school

Now look at the external publics. Here they are:

- Students in other schools
- Parents
- Alumni
- Board of Education
- Taxpayers
- Suppliers

You want to win the good will of some or all of these publics. None of them will know what you are doing unless you tell them. Is it fair to them or to yourself to keep them in ignorance because you think modesty prevents you from reporting the news? Look at it another way: Do you want to suppress the news? That's what you may do unless you take the initiative promptly.

What Is the News?

Every day you read the news or listen to the news or view the news. It swishes past you, swirls about you. But did you ever sit down and try to define news?

You might say that news is a happening—a recent happening—in fact, a happening that interests people. Well, it's about something that has happened or may happen.

Yes, news *is about*—that is, it is an account or report. It may not be at the instant—immediate—but it is soon—just over or about to happen.

News is made up of:

- Ideas—new, big, strange, exciting, shocking, important
- Events—meetings, games, projects, programs, conflicts
- Problems—situations to face, decisions to make

Ask yourself this question: Do we bump into ideas where I work? Do we participate in events? Do we face and solve problems? And do they interest the public—in or out of the school?

News should be truthful. If it is truthful, it is accurate and objective. It is presented without the reporter's opinions about the news. It is news, not propaganda, and therefore should be devoid of slant, bias, prejudice.

How To Measure the News

How long is a fish? How heavy? How big? Answer these questions and you know whether a fish makes news. Now measure the news in which you take part. Ask yourself these questions:

- How recent is it? Did it happen today, last week, last month?
- How near is it? Did it happen in school, in town, in Nigeria?
- How big is it? How many people or dollars were involved?
- How important is it? What does it lead to? What happens next?

News is *perishable*. Stale news is as exciting as a week-old fried egg or tossed salad. Accent now, the immediate, the timely.

News is *here* for most of us. It's here because it's happening to us or near us. What is nearer often is dearer.

The bigger the news, the bigger the impact. Yet small stories are important. Why? Often they lead to bigger stories.

News has causes; it also has consequences. Hence, examine its relevance, its significance, its outcomes.

How To Tell the News

If you begin to know what the news is, you will see why you may have news of your own to tell. You may see why it is so important for you to tell it at once. But how?

First, tell it yourself.

Second, ask someone else to tell it.

Actually you may do either. If you tell it yourself, then choose the best way to tell the news. If you ask someone else to do it, you become a news source.

Now You Are a News Source

If you ask someone else to tell the news, organize the facts you have to tell him. Answer these questions for him in an orderly fashion:

- WHAT is the news—an idea, event, problem?
- WHO is involved in the news? Be able to identify persons in the news, to spell their names, and give accurate details.
- WHEN is the news—the day, the date, the hour?
- WHERE is the news—exact place, address?
- WHY is it newsworthy? Sometimes the answer is obvious.
- HOW did it come about? Again this may be obvious.

The news source must be *prompt*. The news source must be accurate and precise. Often he may write or type some of the information in advance and keep a carbon copy for later checking.

The news source must be *available*. It is not enough to consider his own convenience. He must be realistic. Particularly he must be available when students or other reporters can cover the news. He may do the reporter a favor, but the reporter also does him a favor.

Tell the News with Photographs

Today almost everybody can operate a camera and get good photographs. Children learn how. And an adult can buy or borrow a fool-proof camera that can catch the news while it is news.

After all, you are there while it is happening. So take the picture now; don't fake it later. If you know your camera, you can get inside and outside shots without real trouble.

What pictures? Students performing an experiment, dramatizing a situation, discussing a problem, putting up a display, examining a theorem.

Suggestions:

- School and local newspapers require glossy prints in sharp focus. Use black and white film.
- Audiences like the PTA prefer color slides to black and white. So —use color film.
- Each photograph should have unity, balance, contrast, and emphasis.
- Stress action shots in which only those involved in the news are portrayed. Don't "shoot" the whole class, cast, team.

News pictures are perishable too. Whether you do it yourself or persuade someone else to do it, see that the photographs get to the medium or channel in time.

The yearbook staff will welcome a chance to use some of your photographs. Your students will enjoy seeing them on the bulletin board. And parents will be delighted to see them too.

And don't overlook the use of maps, diagrams, graphs, and art work in telling the news.

Tell the News with Words

News writing in one sense is like other writing, but in another sense it is not. It is like other writing in the sense that it conforms to the basic principles of good writing. This statement covers usage, grammar, spelling, punctuation, and the like.

Actually, news writing is a simple technique with one purpose. It is not the purpose of the writer to *impress* or *express;* instead, it is his one purpose to tell the news clearly and quickly with a minimum of fuss and bother.

News is one form of narrative writing. It is not intended to entertain as a story, play, or novel may. It is not intended to inspire as a narrative poem may. These forms may emphasize building up suspense to hold the reader to the end.

News is written for the person who reads the news. School news is written for those in school and those interested in the school. It should please them—and a few of them are academicians. Hence, news structure is different.

Narratives in general try to maintain suspense until the climax of the story near the end. News stories in particular usually give the climax first, then major details, then minor details. Each structure is appropriate for its purpose.

You can write a news story. Many teenagers have learned how. You do not have to be a professional reporter to present the news in which you are involved at school. If you can write the news, you may find this talent useful in community life and professional growth.

How To Write the News

When you write the news, you have one purpose: to inform your public. Your purpose, then, is to inform readers, listeners, viewers. It is not your purpose to persuade or entertain them.

Step 1: Make up your mind about your public or audience. Prepare your news for the kind of people who will read it.

Step 2: Assemble the facts and arrange them in the order of their importance. Be sure that they are accurate.

Step 3: Decide what you would write if you had ONLY ONE short sentence in which to tell your story.

Step 4: Present the most important and most timely facts near the beginning of this first sentence.

The structure of your news story will turn out like this:

1) Lead—the central facts in one or two short sentences
2) Lead—amplified—any other facts you MUST tell
3) Fact 2: Most important detail
4) Fact 2: Amplify it if necessary
5) Fact 3: Less important than Fact 2
6) Fact 3: Amplify it if necessary
7) Other Facts: In descending order of importance

Thus, you will present the lead, the major details, and the minor details. Often, then, you will disregard chronological order. Instead you will present facts in order of timeliness and importance.

Write this news in the third person. Verify every fact. Be accurate, concise, clear. You may quote "opinions" if newsworthy, but do not inject your own opinions. Avoid pedagogical jargon.

How To Write the Lead

The lead is the opening of the news story -seldom more than two short paragraphs, often a single sentence. It should answer these obvious questions:

- What happened?
- Who was involved?
- Why did it happen?
- Where?
- When?
- How?

The reader does not invariably ask these questions, but he may. Usually the *what*, the *who*, the *why* or the *how* is put at the beginning of the first sentence. The *when* and *where* usually come later.

When you plan to write your story, decide which of these W's will come first in the lead. For example:

WHAT: Drug addiction among teenagers will be discussed . . .

WHO: Roland E. Wolseley, author of Understanding Magazines, will . . .

WHY: To solve the parking problem, school officials will:

HOW: Breaking into a gymnasium window, vandals . . .

WHEN: June 7 is the new date for commencement . . .

WHERE: Pioneer State Park will be the site of . . .

It is not necessary for a lead to contain all of the W's. Sometimes one or more of them is taken for granted. Typical leads:

WHAT: New Trier will be evaluated by a committee of 34 educators, headed by Dr. Gordon Cawelti, superintendent of Tulsa (Okla.) Public Schools, on Wednesday through Friday, April 16, 17, and 18.—New Trier News, Winnetka, Ill.

WHO: Eight new teachers have been added to the Linn-Mar senior high staff, making the total 40.—Linn-Mar Life, Marion, Iowa.

WHY: To honor the first yearbook adviser, Mrs. Susan Smith, the Quill and Scroll Society will sponsor a reception at the Women's Club Hall, Sunday, at 3 p.m.

HOW: Using a can of salt, Miss Hope Logan put out a fire that started when the grease in a frying pan blazed up in the cookery laboratory, Thursday.

WHEN: On his 25th anniversary as a teacher here, Longfellow Martin will read a series of poems about students he has taught. The program will be in the auditorium at 8 p.m., Monday.

WHERE: On the Indian battlefield north of town, the Teenage Players will present their pageant, "The Nez Perce Return" at 7:30 p.m., Friday.

Developing the Story

Your news story usually concerns either something that has happened or something expected to happen. The first story is termed a coverage; the second, an advance.

In the advance of an assembly speech, for example, you usually tell about the qualifications of the speaker and the occasion for his speech. In the coverage you tell what he said. After the lead, you write the next most important facts.

> Advance: Widely known for his literary exploits, Wyatt Wiggins is the author of three novels, "Midsummer Tempest," "Amber Autumn," and "The Escape of Ogden Frye."
>
> Coverage: "Modern novels are full of filth," Wiggins asserted. "Novelists can be effective without concentrating on four-letter words. You can describe a gutter without sleeping in it."

In sports stories the writer usually describes a key play or major factor in the game's outcome. In stories of business meetings, the lead will present the number one decision, the next paragraph the less important decisions. Suggestions:

Keep sentences to an average of about 18 words a sentence. Keep paragraphs to one, two, or three sentences.

Follow the style of the medium for which you write.

Prepare your copy in appropriate form—typewritten, double-spaced or triple-spaced, on one side of the paper.

Feature Articles

Newsmakers may write feature articles as well as news stories. These timely articles may appear in the local press or professional journals. They may be classified as features about:

- WHO—people, interviews, biographies, profiles, confessions, personal narratives
- WHEN—historical, landmark, seasonal, red letter day, anniversary
- WHERE—geographical, scenery, travel
- WHAT—timely problems, issues, conflicts, situations
- WHY—expository analyses which interpret and background
- HOW—how-to-do-it discussions related to teaching or any interest

These articles should be prepared with a specific outlet in mind. They should be timely. They should be accurate, readable, interesting.

Choose Your News Channel

When you are a news source, you should decide which public you wish to reach. Are you interested in an internal public or in an external public?

If you plan to reach an internal public, you may choose:

- Public address system
- Homerooms
- Assemblies
- Newsletters
- Bulletin boards
- Student newspaper
- Exhibits
- Other means

If you choose the student newspaper, give your news tip to the editor or adviser or a staff member. Be available with accurate and complete details.

If you want to reach an external public, you may choose:

- Exhibits
- Meetings
- Movies
- Newsletters
- Newspapers
- Radio
- Special events
- Special publications
- Television
- Visitation

Suggestions:

Keep your perspective. Maybe news that is big to you isn't so big to everyone else. If space is limited, you may not get the attention for the news that you think it merits. Keep on good terms though you may be disappointed. Don't gripe. And don't stop pushing your news.

Observe deadlines. Men who work for news media do.

Sometimes stories are rewritten. Accept this procedure.

News Copy Form

If you write the news, prepare it in the form preferred by the news medium for which you are writing. Suggestions:

Type all news; never write it in longhand.

Type it double or triple space—never single space.

Write your name in the upper left hand corner (if you are writing for an off-school medium, put your telephone number in parentheses after your name).

Below your name describe the news event in two or three words—"Principal Speaks," "Budget Hiked."

Begin the news story about half way down the sheet.

If you need more space, do not write on the back. Begin a new sheet.

At the bottom of each sheet use "more" instead of "continued"—unless that's the end. Then put "#" or "30".

Don't worry about the headline.

News in Every Classroom

Your classroom is a learning center. It is newsworthy. Some news happens once a year; some more often. Nearly every classroom teacher is likely to have news of:

- Accreditation
- Audiovisual aids
- Awards, honors
- Conferences
- Contests
- Curriculum changes

- Debates, panels, forums
- Demonstrations
- Department meetings
- Dramatizations
- Enrollment figures
- Equipment
- Evaluation
- Exhibits
- Experiments
- Facilities
- Field trips
- History of program
- Library resources
- Personality sketches—faculty
- Personnel—new, retiring
- Professional writing
- Publications
- Schedules
- Speakers
- Social events
- Supervisors
- Resource materials—films
- Testing
- Textbooks
- Visitors

Agriculture

Schools which sponsor instruction in agriculture will have news of such activities as these:

Contests—oratorical, experimental, cornhusking, hog-calling
Conventions and conferences—state, national
Equipment—tractors, power and hand tools
Experiments—plants, animals, soil
4-H Clubs—elections, appointments, programs, business
Fairs and shows—county, state, pet, cattle, garden
Field trips—experiment stations, farms, factories, colleges
Future Farmers—elections, appointments, programs, business, national FFA Week, fund-raising
Government—state, federal, regulations, projects, quotas
Honors and awards—scholarships, prizes, special recognition
Judging—contests, preparation, team, individual, tryouts
Mechanization of farms
Social events—barn dances, hillbilly shows, banquets, country music
Urban-rural relations

Business Education

Business careers appeal to many teenagers. Often they make news in their business education courses. Typical topics:

Accounting
Advertising—slogans, contests
Bank operated by students
Business arithmetic
Business English
Consumer education
Contests—spelling, penmanship, shorthand
Courtesy in business
Distributive education
Duplicating equipment
Future Business Leaders of America—elections, meetings, programs
Honors
Insurance
Interviews
Jobs—summer, part-time
Model office
Office machines
Penmanship
Salesmanship
Secretarial training
Shorthand—for boys, methods
Student assistants
Typing—blindfold, contests, methods

English

The public expects high schools to prepare teenagers to be effective in speaking and writing and in reading, listening, and viewing. Success in many courses depends upon the student's ability to communicate. Hence, there are many topics of interest. For example:

Academic and non-academic writing, aesthetic and utilitarian writing
Advertisements—copy writing, appeals, analysis
Boners in English classes
Books—new, rare, reviews, reports, paperback
Censorship—obscenity, pornography, heresy, sedition
Comic books, comic strips
Contests—literary, journalistic, spelling
Creativity—essays, plays, poems, fiction
Journalism study—consumer role, student journalists
Language—linguistics, semantics, slang, jargon, obscenity, rhetoric, grammar—traditional or transformational
Library
Literature—American, British, World, contemporary, regional, local, religious, political, science
Magazines
Mass media—consumer study, social role, freedom
Motion pictures
Newspapers
Professional writers and literature
Radio
Reading—speed, comprehension, readability
Surveys
Teachers—achievements, requirements
Tests—reading, university admission, vocabulary
Trends in English education

Fine Arts

Art stories rank high in reader interest and most departments in the school constantly make calls upon art teachers for help and advice. Typical activities for possible stories are:

Advertising
Cartoons, comics
Ceramics
Commercial design
Fabric design, textiles
Interior decoration
Jewelry, enamels
Linoleum blocks
Mobiles
Museum of Art tour
Negro contribution to art
Painting
Plaster of paris casts
Posters
Pottery work
Sculpture
Showcase displays, exhibits
Silk screen
Weaving

Foreign Languages

Topics suggested in the English list often may be appropriate for any language. Here are typical topics:

- Audiovisual equipment and materials for foreign language teaching—tape recorders, records, language machines
- Boners in translation
- Exchange students
- Festivals
- Films
- Food in foreign countries
- Historic days and events
- Letters from foreign writers
- Plays—foreign language
- Propaganda
- Publications—newspapers, magazines, books
- Special events—banquets, contests,
- Tests
- Tournaments
- Travel

Home Economics

Typical topics for news coverage in home economics include these:

- Architecture
- Boys in homemaking
- Budgeting
- Cafeteria assistants
- Child care—baby-sitting, family life
- Contests—pancake flipping
- Diet
- Etiquette—in school, at games, parties, other homes
- Fashion—shows, modeling, costumes, trends in fabrics, detergents
- Food courses, menus, gourmet tastes, recipes
- Furniture—contemporary, antique
- Future Homemakers of America—elections, programs, business
- General living course—home life
- Home management—accounting, purchasing
- Home repair—plumbing, painting, electrical
- Honors—fairs, bazaars
- Household appliances—use, trends, cost
- Interior design
- Kitchen color schemes
- Sewing—textiles
- Spot and stain removal

YOUR SCHOOL NEEDS QUILL AND SCROLL

Quill and Scroll Charters have been granted to more than 10,000 high schools in every state of the Union and more than 20 foreign countries. An active chapter will provide incentive for staff members of school publications, offer recognition and reward for achievement in scholastic journalism, and build prestige for any journalism and publications program.

FOR INFORMATION WRITE:

QUILL AND SCROLL SOCIETY

SCHOOL OF JOURNALISM — UNIVERSITY OF IOWA — IOWA CITY, IOWA 52240

Industrial Arts

The austerity of academic life at one end of the campus is more than compensated for at the other end by the warm, colorful activity of the shops where the practical problems of living are confronted and solved. The school paper must cover all academic areas of the campus completely and assiduously and these story possibilities should not be overlooked.

- Auto mechanics
- Careers talks by plant engineers
- Drafting
- Drawing—mechanical, architectural
- Electronics
- Gadget making
- Inventions by students
- Machine shop
- Metal shop
- Metal work projects
- Model homes
- National Hobby Week
- Photography
- Plastics
- Printing
- Radio hams
- Sheet metal
- Showcase displays, exhibits
- Welding
- Woodwork

Mathematics

Much of the interest in mathematics—"new" or otherwise—centers in application to various fields, although there is interest also in computers, cybernetics, course changes. Stories may deal with the use of mathematics in:

- Agriculture
- Architecture
- Astronomy
- Computers
- Consumer research
- Engineering
- Forestry
- Opinion polls
- Public finance
- Science
- Space travel
- Taxes—income, sales, property
- Transportation

Music

Activities and courses in music are correlated so that many students participate in newsworthy activities. These activities may include:

- Band—formations, marching, dance, drum majors, uniforms
- Baton twirling
- Choral groups—A Capella choir, Madrigal singers, barber shop quartet, minstrels
- Concerts—chorus, band, orchestra
- Conductors—student, guest
- Festivals
- Fund drives
- Honors
- Instruments—new, rare, ancient, repair
- Music appreciation
- National Music Week
- Operetta (or cantata)—tryouts, casts, dates
- Orchestra—brass choir, woodwind concerts, contests
- Original music by students and teachers
- Parent auxiliaries
- Radio and television appearances
- Recitals
- Rehearsals

Natural Science

Science teachers often are rated as poor news sources by student journalists. Hence, the science teacher may wish to expand this list which, of course, does not include course titles. Suggested topics:

- Audiovisual equipment and materials
- Equipment—new, maintenance, breakage
- Experiments
- Field trips
- Health—diet, drugs, tobacco, alcoholic beverages
- Honors
- Laboratories
- Museum of science
- "New" sciences; phony sciences
- Oceanography
- Photography
- Pollution
- Programs
- Projects
- Scholarships
- Science Fair
- Space study

Social Studies

If the program of social studies stresses student commitment and involvement in group decisions, then it will be a source of significant news. Suggested topics:

- Campus unrest
- Citizenship programs, projects
- Contemporary issues
- Economics study—local business
- Field trips—city hall "takeover"
- Forums, debates, discussions
- History—local, school, of school publications
- Local issues
- Maps, models
- Mass media
- Minority problems
- Mock trials, conventions
- Polls on attitudes, interests
- Propaganda
- Psychology
- Stamps and history
- Student council, student organizations
- Voting machines

Speech

Students who participate in debates, plays, and other speech activities make news regularly. For example:

- Amateur shows—assembly, radio, television
- Choric speaking
- Clinics
- Contests
- Correction
- Debates—subjects, schedules, teams
- Discussions—panel, forum, radio, oratory
- Honors
- Pantomime
- Plays—tryouts, casts, dates, rehearsals, costumes, property, ticket sales
- Poetry—oral presentation
- Puppets, marionettes
- Radio, television
- Recording
- Stagecraft—stagehands, facilities
- Therapy

Principal's Office

The principal's office is a major source of news—some of it almost daily, some of it yearly. The principal interested in effective internal and external relations should schedule a press conference for student journalists and student leaders. He should instruct his staff to cooperate with amateur news gatherers as well as professional reporters.

In addition, members of the administration make news by speaking in public, attending professional meetings, and performing various civic and professional services.

Topics that may be newsworthy include:

Accounting system
Accreditation
Alumni—achievement, relations, organization
Attendance—weekly, monthly, yearly; absences, excuses, epidemics, weather
Audiovisual program, equipment, resources
Board of Education—meetings, decisions
Budget
Buildings—new, repair, age, insurance
Buses—routes, schedules, drivers, equipment, safety
Cafeteria—schedule, menu, equipment, employees, prices
Campaigns and drives—bond
Citizenship honors—civic, patriotic, educational groups
Commencement—time, place, program, regalia, number of graduates
Cost analysis of different educational services
Counseling—career, educational, health, military, personal
Curriculum—modifications, evaluation, scope, problems
Custodian—training, recognition, wage scale
Day-in-life—of principal, teacher, secretary, librarian
Education Week
Employees—new, retiring, recognition, leaves of absence, health, pensions
Enrollment—school, classes, programs, boys, girls
Equipment—new, repair, stolen, time-saving
Flag—age, procedure
Grades—system, honor roll
Grounds—care, improvements, regulations, landmarks
Halls, corridors—passes, behavior
Health—services, nursing service, special programs, health, drugs, tobacco
Holidays—exact dates, hours
Homerooms
Interns—student teachers
Library—hours, policies, acquisitions, personnel, services, exhibits, facilities
Lost and found—system, unclaimed items
Nature, birds, plants, animals on or near grounds
Office—staff, schedule, equipment, services
Open house
Parent Teachers Association—meetings, programs, projects
Parking—regulations
Patrols—traffic

Point system
Property—protection, regulation
Purchasing—methods, bills, bids
Records—scholastic, financial, personnel
Registration—dates, procedure, regulations
Research by administration or faculty
Safety—traffic, fire drills, accident prevention, safety patrols
Schedule—fall, summer, spring
Scholarships
Special occasions—anniversaries, special weeks, conferences
Students—new, transfer, exchange, assistants, monitors, oldest, youngest, twins, redheads
Teachers—new, retiring, student, summer session, extension, professional activities and writing, faculty meetings
Vacations—exact times, dates
Vandalism
Visitors—parents, civic, professional
Youth groups in community

Guidance and Testing

Counseling activities vary from school to school, but these activities usually fall within the scope of the counseling program:

Alumni placement in business, college
Appointment schedules
Careers—Career day, information, interviews
Career Groups—Future Teachers of America, Future Nurses, Future Business Leaders of America, Future Farmers of America, Future Journalists of America
Educational Guidance—choosing programs, courses, study methods, improving grades
Health Guidance—solving problems of hearing, eyesight, physical limitations and disabilities, emotional problems
Jobs—applying and succeeding in part-time, summer jobs
Military Guidance—draft laws, opportunities in different services
Personal Guidance—problems students wish to discuss
Scholarships
Surveys
Tests—aptitude, attitude, interest, College Board
Vocational guidance—occupations, professions

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Library

The library is the school's learning center. It also is the repository of school archives in which historical materials should be preserved. Typical topics include:

Audiovisual equipment, materials, resources
Books—new, donors, rare
Card system
Historical materials
Library club
Literacy
Microfilm
Magazines
National Book Week
Newspapers
Repairs
Reviews
Right to Read
Rules
Schedule—evening, week-end, vacation
Student assistants

News of Organizations

Many teachers are advisers or sponsors for an organization—big or small, formal or informal. Their importance varies from school to school; for example, public and non-public, urban and suburban, military and parochial. Major organizations often are:

Class organizations—senior, junior, sophomore
Clubs—honor, career, hobby, service, boys', girls'
Homerooms or comparable units
Living center groups (in boarding schools)
Military units (in military schools)
Student council and related activities

Typical news stories for each organization may include:

Activities—planning, short range, long range
Appointments to committee—members, experience
Committee activities—plans, meetings, achievements
Meetings—business, social, program, regular, special
Members—selection, qualifications, initiation, participation
Officers or delegates—election, nomination, duties
Organization projects—campaigns, methods, achievements
Recognition—at school, away from school, trophies, awards

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Student Publication News

Student publications also are a vital activity, especially where there are qualified advisers with journalism preparation and basic and advanced journalism courses. Among them often are the newspaper, yearbook, and magazine. Occasionally there may be a handbook or directory or a radio-television staff. Typical stories are:

Advertising
Appointments to key staff positions
Awards to students and publications
Contests—journalistic, literary, photographic
Conventions and conferences—date, delegates, programs
Date of publications—yearbook, special editions
Editorials and editorial campaigns
Election—key editors and managers, Quill and Scroll members
Exchanges
Finance—budget, circulation
National Newspaper Week
Planning activities, budgets, summer institute attendance
Propaganda study
Ratings from Quill and Scroll Newspaper Evaluation, other services
Social event—banquet, outing
Workshops, institutes, short courses in summer
Visiting speakers

School Life

School life encompasses many activities of school-wide interest. Social events are important, yet—if over-emphasized—may give the impression that students concentrate on frivolity. Standard topics include:

Assemblies—meetings, convocations, class nights, rallies
Dances, parties, picnics—school-wide, class, club
Debates—inter-school, intra-school
Dramatics and related speech events—school-wide, class
Holidays—special days, weeks
Honors—academic, non-academic, individual, group
Minority adjustments—problems, protests
Music—concerts, operettas, recitals
Personals—individual achievements in and out of school
Residence hall activities
Social problems—early marriage, drug use, draft
Traditions—school history
Vacation—summer, spring, Christmas
Weather—floods, blizzards, hurricanes
Work opportunities—part-time, summer

School and Community Relations

Community relationships may be of increasing importance in the future. Ties with other local schools, as well as with those in foreign countries, may receive increasing attention. Students may show concern for local problems by cooperative efforts, possibly reducing the time spent on good-time activities.

Sports

The school's program of health, physical education, and recreation is important. Too often the only aspect of it that receives much attention—from the press and its personnel—is the athletic program. Indeed, in some communities the public knows little about the school aside from its sports activities.

Hence, news of sports should be kept in perspective. It is not the responsibility of the high school to provide any public with a sustained program of spectacle sports. Often this public comes only to see "a good game," not to see evidence of good sportsmanship or character building. Whatever is done, therefore, should be consistent with acceptable goals of secondary education.

Sports stories—like other news stories—should be fair and objective, accurate and truthful, concise and readable. They should *not* take sides. They should *not* alibi. They should let the team win whatever plaudits it deserves on the basis of performance.

Amateur journalists often dwell on what has happened. Actually, the public may be more concerned about the coming game than the game that has passed. There also is tendency to play up stars, neglect team effort. Football may get the lion's share of space. Intramural programs and girls' sports often are neglected.

Advance stories may touch on these details:

- Coaches' statements, announcements, forecasts
- Comparative scores, related facts
- Conditions of players—injuries, morale
- Individual angles—development of players
- Public interest—ticket sales, pre-game activities, probable attendance
- Starting lineups—weights, records, experience
- Systems of play
- Traditions and trophies
- Weather reports—significance

Coverage stories may cover such points as these:

- Coaches' statements
- Dressing room story
- Individual honors—don't over-play
- Play-by-play—chronological account used only for key games
- Side features—crowd, band, between halves, end of game, fashions, parking
- Significance of outcome—on league standings, championship chances
- Statistics—box score, averages
- Weather—role in game
- Winning play—how set up, how made

Stories on health, physical education, and recreation also may cover:

- Alcoholic beverages and health
- Alumni—achievements in college
- Awards and honors
- Bus driver's impressions
- Calling out squad
- Diet and weight control
- Driver training
- Drugs and health
- Equipment and apparatus
- First aid
- Food, etc., consumed at games
- Gate receipts
- Health and hygiene
- Homecoming
- League standings
- Maintenance
- Managers and mascots
- Medical supplies
- Nicknames of players, teams
- Physical fitness, examinations, exercise
- Play days
- Posture study
- Rules
- Safety campaigns
- Schedules
- Squad—veterans, transfers
- Summer recreation programs
- Tryouts—spring practice
- Uniforms—cost, cleaning, repair

Attention should be given to activities that fit the local school. Periodic articles on sportsmanship of players and spectators are appropriate. Introduction of a new activity or game—ballet dancing or lacrosse—may deserve special emphasis. When all is said and done, it is more important for the students in the physical education program "to win" than for the team—a small group—to win.

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1. They must be of junior or senior classification to be active members of a local chapter. Second semester sophomores may be initiated during the last grading period of their sophomore year, their membership becoming effective at the beginning of their junior year.
2. They must be in the upper third of their class in general scholastic standing, either for the year of their election, or for the cumulative total of all their high school work.
3. They must have done superior work in some phase of journalism or school publications work, such as writing, editing, business management, or production.
4. They must be recommended by the supervisor or by the committee governing publications.
5. They must be approved by the Executive Secretary of the Society.

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